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ABSTRACT

This survey was designed to reveal the attitudes expressed on self-report attitude scales by student teachers toward minority populations and toward issues related to their education. Two multicultural opinion survey forms were distributed to all student teachers at Ohio State University in 1985-86. The first form contained 40 statements of belief which described attitudes toward minority populations and issues related to multicultural education. A second set of questions was incorporated into the second form. Responses to the surveys indicated the degree of proficiency that advanced students feel they attained relative to a set of competencies considered important for educating minority populations effectively. Further questions explored the students' ability to correctly answer a selected set of questions concerning the history of minority populations in the United States. Responses are summarized and recommendations are made for strengthening the teacher education program at Ohio State University. The appendices contain 12 data tables and explain survey procedures. (JD)

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RESULTS FROM A SURVEY OF MULTICULTURAL ATTITUDES AND COMPETENCIES AMONG STUDENTS COMPLETING STUDENT TEACHING FROM THE COLLEGE OF EDUCATION AT THE OHIO STATE UNIVERSITY, 1985-86

for the
Former Senate Subcommittee
on Multicultural Education of the
College of Education

Completed Under a Grant
from
The Affirmative Action Grants Program
The Ohio State University

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A STUDY OF STUDENT TEACHERS'
ATTITUDES AND SKILLS
RELATIVE TO MULTICULTURAL EDUCATION

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I. INTRODUCTION

> The rapid increase in minorities among the youth population is here to stay. We need to make a major commitment, as educators, to see that all our students . . .have the opportunity to perform academically at a high level. There will be barriers of color, language, culture, attitude that will be greater than any we have faced before, as Spanish-speaking students are joined by those from Thailand and Vietnam. The task will be not to lower the standards but to increase the effort. . . . Their numbers are now so large that if they do not succeed, all of us will have diminished futures. <u>This is the New Reality</u>. (Hodgkinson, 1985)

Professional ethics and civic morality have always required American teachers to become more knowledgable about multicultural instruction, but traditional practice and institutional biases have always retarded their doing so. However, ethics and economics have come closer together in the 1980's, making it more imperative than ever that educators become more adept at developing skills for living in a multicultural society and fostering maximum educational quality for more diverse types of students.

The Holmes Group (1986) now challenges the College to develop more intensive and effective ways to enhance educators' power to practice pedagogy (a set of knowledge and abilities for promoting learning), and the Carnegie Report (Carnegie Forum, 1986) clearly shows increasing need to educate children who have been neglected and/or under-educated in the past. Perhaps neither of these reports will have long-range effect, but the need will still press educators (or someone else) for action. Few reports tell so clearly what must be done than Hodgkinson's (1985) matter-of-fact presentation of the current demography of school-age and infants approaching school age. The children are born already, and the distribution of ethnic groups and single-parent families clearly is so different from what schools have formerly served that the nation's economy and its social and political fabric will be severely reduced in quality if schools do not reach new levels of proficiency for teaching heretofore-neglected populations.

The following is a summary of results from a study funded during 1985-86 by the Affirmative Action Grants Program initiated by the President of the Ohio State University. The history of the project and some details of sampling and analysis are in the Appendix. Additional details may be obtained from the principal investigator.

All data are from self-report scales distributed to all students who were student teaching in 1985-86 under the auspices of The College of Education at Ohio State University. Responses were received from over 90 per cent of the students. The instruments suffer the limitations inherent in self-report

surveys, and the results are felt to be somewhat more positive than might be obtained from observation or interview. Some interviews were conducted with students, faculty, administrators, and school personnel who work with teachers in training, and those interviews indicate a less positive picture than is conveyed by the self-reports. Despite the limitations, we are confident that these findings may be used to inform attempts to improve teacher (and other educator) preparation in the College.

II. FINDINGS

The specific purpose of this report is to show:

(1) the attitudes expressed on self-report attitude scales by student teachers at Ohio State University toward minority populations and toward issues related to educating those populations;

(2) the degree of proficiency that advanced students feel they have attained relative to a set of competencies considered important for educating minority populations effectively; and

(3) the students' ability to answer correctly a selected set of questions concerning the history of minority populations in the United States.

The following discussion is based upon data from tables in the Appendices of this report.

The Multicultural Opinion Survey (Form #1)

This survey form contains 40 statements which describe attitudes toward minority populations and toward issues related to educating those populations. Respondents answered each statement on the instruments by selecting a number showing the degree to which they believed the statement, with 1 and 2 showing little or no belief and 4 and 5 showing great or total belief. The percentage given for those who "Don't Believe" is the sum of those who circled 1 and 2 and for those who "Do Believe" is the sum of those circling 4 and 5.

Strongest Beliefs

Table 1 shows the percentages of students who said they did or did not believe 10 statements that were believed by 49% or more of the respondents.

A large proportion of the students expressed a belief that multicultural education was to promote justice and fairness in society (72%), and 51% felt that schools could alleviate race

problems by improving instruction. Two-thirds agreed that teachers should help minority students get a better opinion of themselves. Nearly four of every five (79%) believed that prejudice hurts one who is prejudiced much as it does the the minority, and 53 % agreed that ethnic jokes are in bad taste. Three of every five felt they could talk to a minority student with almost the same ease as addressing a white student, and 72% reported no difficulty talking with members of minority groups. A majority (58%) of the students believed that whites controlled most of the resources. Fewer than half (49%) supported government's helping those groups who suffer discrimination. A slight majority (56%) of the students expressed belief that race relations would be better if institutions would work to end separation.

Least Believed Items

Table 2 shows the proportion of students who believed or did not believe 16 statements that were disbelieved by 50 % or more of the respondents.

Most (93%) of the students disagreed that races should be kept separated, and three in five (63%) felt that better race relations do not require teaching minorities how to act. Three-fourths (76%) did not feel that Blacks and Chicanos want to "move too fast." From 50% to 56% of the students felt that they had held real conversations with a poor Hispanic or Appalachian (though a third or more felt they never had), and 92% felt they had held real conversation with a Black person. Over 88% of the students reported that they did not find it difficult to talk with people of another race and 87% would not refuse to visit a home in the inner-city, though only 61% of the students felt they would be comfortable making such a visit.

Most (92%) of the students did not believe people to be basically bad. Nearly two-thirds (63%) felt that ethnic jokes hurt someone. When asked to answer statements related to education, 63% of the students did not believe that busing was the only way to get good education for Black students, and 73% disbelieved that busing may help Blacks but harms Whites. Slightly over half (55%) disagreed with a statment that they would "never want to teach in an inner-city school," but 36% said they would never want to.

Responses to Remaining Items

Table 3 shows what percentage of students believed and did not believe statements from Form I not included in the previous two tables. These are the items that received the middle range of agreement from this population.

Legally-enforced affirmative action was not supported by a majority of the students; 44% believed it should be supported,

33% thought it could make organizations better places to work, 24% felt it is morally right, and 24% agreed that it requires employers to hire unqualified people. One in twelve (8%) believed it was worthless because people in control were not going to hire minorities, and 6% stated that the law should be changed. Relative to statements about education, 34% of the future educators felt busing is harmful to both Blacks and Whites and only 11% thought it was the only way to help a large number of minority students get a good education. Almost three in ten (28%) felt that Appalachians can't do better in school because their families don't value education. The same proportion stated that minorities are disadvantaged because schools and other social institutions do not serve them well.

When questioned about their beliefs in relationship to Blacks and minorities, only 1% of the students thought that inner-city people are mostly Black; 21% felt that the normal ways of operating in the United States discriminate against Black people; 28% felt that militant minority groups must be controlled or violence will erupt; and 17% thought race relations is a problem because minorities are unable to compete with others. Slightly less than half (45%) believe that anyone can be successful in the United States if they work diligently and live frugally.

The Multicultural Opinion Survey Form #2

A second set of opinions were incorporated in Form II. Tables 4, 5, and 6 contain the data from that form.

Strongest Beliefs

Table 4 shows what proportions of students believed and did not believe 8 statements from Form II to which more than 50% of the respondents agreed.

A majority of the students expressed belief in the school staff's ability to make a difference in the academic achievement of minority students. Nine-tenths (92%) stated that an important factor for promoting high achievement among any group of students is the teacher's belief that the children can learn. Nearly eight in ten (77%) expressed the opinion that a teacher or a counselor who believes a minority student to be a poor scholar will soon have the student acting like a poor scholar. Two-thirds (65%) thought that changing the attitudes of professional staff would improve the learning rate of minority students, and 70% believed that teachers neglect minority children when they do not teach them what they teach others. Furthermore, the students believed that children from several racial, economic and/or ethnic backgrounds can be successfully mixed if the teacher is committed to making it successful (84%) and if they are able to discuss their differences openly (70%). Over half (53%) of the students felt that misdeeds by a minority child will be

generalized to the group while a misdeed committed by a white student will not. A total of 60% believed that anyone (regardless of race) can be successful in the United States if (s)he is willing to work hard.

Most Frequently Disbelieved Items

Table 5 shows the percentage of students who believed and did not believe 12 statements from Form II to which 50% or more of these student teachers disagreed.

Most students expressed disbelief that women are too emotional for high level policy making jobs (90%); Mexican-Americans have no respect for time (85%); minority children don't appreciate extra help (79%); and minority children can't do as well in school as the majority children (82%). Nearly two-thirds (62%) of the students did not believe that low intelligence causes poor oral expression among minority students. More than two-thirds (69%) denied that most welfare children are illegitimate. About the same proportion (64%) felt that children do not need to learn clearly defined sex roles to escape being sexually troubled adults.

Nearly three-fourths (73%) did not believe that lack of accomplishment is the cause for women's exclusion from history books. Six in ten (61%) did not think that the man must bear major responsibility for supporting a family (though 16% did). A majority of the students (78%) did not feel that public opinion or state laws protected the slaves. Two-thirds (66%) did not believe the American Indian unable to adjust to modern society.

Teacher educators should note that 21% of these respondents believed at some level that minority children do not appreciate help and 8% believed it strongly. One in ten felt that minority children can not do as well as majority children, and another 8% did not disagree. One in seven (14%) felt that minority children have low intelligence that causes poor oral expression and only 62% disagreed with the assertion. One in seven felt that most welfare families are Black, and nearly half did not disagree. These ideas reflect stereotyping and/or lack of knowledge that could seriously impair instruction and learning.

Beliefs on Remaining Items from Form II

Table 6 shows how many of the students believed or did not believe the statements from Form II not included in the preceding two tables. These items received middle-range agreement from this population.

Over a third of the students (36%) stated that each individual in the United States is able to rise to his/her own innate ability, and 37% thought that most able-bodied unemployed minorities could find jobs if they really wanted to. However,

23% of the students do not believe that the "melting pot" has worked well for Blacks, Chinese and American Indians. Nearly half (45%) thought that placing a minority in a position for which (s)he has been inadequately trained perpetuates racial discrimination and 46% agreed that failure to act when injustice has been committed against a majority is a racist act. Only one in five (22%) believed that the Black crime rate is caused by economic and political deprivation, while one in three (35%) said they did not believe deprivation to be the cause.

Fewer than half agreed that poor discipline in newly desegregated schools is caused by the lack of visible and felt student belongingness (44%); unsolved discrepancies between school personnel and parents relative to the purpose of school (32%); and lack of staff knowledge about minority students, their culture or community (36%). Not agreeing here may reflect belief in other causes, lack of sympathy with minority problems in institutions, or lack of knowledge about indirect, non-proximate causes for human behavior.

Even fewer agreed that poor achievement in newly desegregated schools is caused by: (a) difference between parents and school personnel's view of what should be occurring in schools (28%); (b) ineffective communication among staff members (34%); and (c) staff failure to see positive features of the school (21%). A few more saw that achievement might improve if curricula and textbooks did not ignore the contributions of minorities (45%) and if teachers were required to take courses in racism awareness (41%). Only one in five (23%) agreed that teachers must notice race before they can create an environment in which race does not matter.

The Multicultural Teaching Scale

The statements contained within The Multicultural Teaching Scale reflect content and activities that some authorities feel important for teaching children from diverse cultural backgrounds. Students completing student teaching at The Ohio State University College of Education were requested to circle a number to show how much competence they felt they had in the ability described by the statement. In Tables 7, 8, and 9 those marking 1 or 2 are summed to show what percentage reported "Little" or "no" ability, and those responding 4 or 5 were summed to show what percentage felt they had "Some" or "Great" ability.

Greatest Felt Competencies

Table 7 shows 11 skills for which students reported highest levels of competence.

The students' responses indicate that from 60% to 75% feel very competent for providing multicultural instruction. They feel they can present cultural groups as real people (77%), help build

mutual respect for different cultures (74%), show how diverse cultures have been adopted in mainstream America (65%), plan instruction to reduce prejudices (60%), identify cultural biases in commercial materials (60%), and directly express feelings to someone from another culture (58%). Many students also felt able to help minorities gain confidence; to provide instruction to show how prejudice affects all people; and to help students understand that competence is more important than ethnic backgrounds. From 30% to 40% of all students did not feel confident of their ability to do any of those things, indicating need for enhancing multicultural abilities in at least three or four of every ten graduates.

Fully 85% of the respondents thought they believed that all students can learn; however, interviews with 20 respondents about why children didn't achieve yielded the same reasons for non-achievement that are given by practicing teachers. Failure to learn was attributed to poor family background, lack of basic skills, lack of personal or family interest in education, family problems, and low intelligence. Respondents believed that those are all factors about which teachers can do nothing, indicating widespread belief that children with those problems cannot learn, at least in school.

Items Reported Least Competent

Table 8 shows 11 skills for which students reported they had least competence.

Approximately 1/5 to 1/3 of the students surveyed believed themselves to have little competence for utilizing ethnic resources in the community (25% with only 31% feeling able) or providing instruction to develop strategies for dealing with racial confrontations (22% with only 19% feeling able). One in five (22%) expressed inability to develop materials for the multicultural classroom (only 40% felt able). The same proportion felt unable to demonstrate basic knowledge of contributions made by minorities (21% with only 23% feeling able) or to deal with prejudices shown by parents (20% with only 38% feeling able). Nearly four in ten (38%) of the students were not aware of different patterns of child rearing practiced among cultures. Only two to four in ten students felt competent in any of these areas.

Interviews with 20 students about how well they could deal with prejudices shown by parents indicated that these students feel unable to deal with the prejudice shown by their own father and mother (which was not the point of the item) even more than they feel need to deal with prejudice from their pupils' parents. The finding certainly shows that teacher educators will have to help students deal with their own family pressures as they struggle to examine and develop more pluralistic attitudes. Respondents' failure to respond in terms of their pupils' parental attitudes may reflect their own present status as

students and their not yet taking on the role of teacher. It may also reflect lack of perception that they will be dealing with children's parents when they do become teachers.

Reported Competence on Remaining Items

Table 9 shows the statements on which moderate percentages of student teachers felt they had ability.

Only slightly more than 50% of the students felt they could work through problems caused by stereotypical attitudes (57%), get students from different cultures to work and play together (56%), or present diversity of culture as a strong feature of American heritage (55%). A bare majority felt able to analyze instructional material for potential stereotypical attitudes (54%), identify school practices that harm minorities (54%), help students understand the feelings of other people (53%), or help students examine their own prejudices (53%). About half (52%) reported ability to identify how language affects results on tests.

Fewer than half of the students felt competent to identify behaviors that are indicative of negative racial attitudes (47%), or to identify similarities between Anglo-American and other cultures (47%). Still fewer felt they knew solutions to problems that may arise as a result of cultural diversity (44%). Even fewer felt confident to use instructional methods that promote intercultural cohesiveness (41%). The same proportion felt that they did not know how various cultures contribute to American society (41%).

Results from the survey of teaching abilities showed that at least 60% of the teachers-to-be did not feel sure of their knowledge about how various cultures contribute to American society and 75% weren't confident about their knowledge of the history of minority groups in America.

Knowledge About Ethnic History and Culture

The survey entitled Knowledge About Ethnic History and Culture was developed to measure the students' ability to answer a selected set of questions concerning minority populations in the United States. Most items on the questionnaire utilized the multiple choice format in which the students were presented with four probable answers and an "I don't know" response. Table 10 shows the per cent who responded correctly and incorrectly and who said that they didn't know.

On the Multicultural Teaching Scale discussed above, only 24% of the students felt that they knew the history of minority groups in the United States, and 37% reported little or no competence. Results from the Knowledge About Ethnic History and Culture Survey show that more than two-thirds of the students did

not know about two well-known Black scientists, and three-fourths did not know Benjamin Banneker. More than nine in ten (92%) chose the wrong response to the question about the first European settlement in what is now the United States, and 89% chose the wrong person as the first person to die in the American Revolution. Only 5% of the students knew that many Germans came to the United States in the late 1800's to escape the draft. Only a fourth (27%) knew what the Plessy decision was about and nearly half (46%) had incorrect negative impressions of the Cubans who immigrated in the 1960's.

Almost all could identify Martin Luther King from two descriptors, while 70% knew that the initials NAACP identify the National Association for the Advancement of Colored People.

Though no one would argue that all people should know any one of the items used in this questionnaire, the responses indicate a serious lack of knowledge about ethnic groups, their culture, their history, and their participation in or contributions to American life. While most Americans lack knowledge in these areas, ignorance among educators inhibits curriculum or instruction that will foster a pluralistic society. It also is a barrier to effective instruction and equal educational opportunity to children from minority cultures.

Would These Students Teach Minority Children?

Table 11 shows how the student teachers responded when asked whether they would teach minority children. When asked to reveal their feelings about teaching various cultural groups, none wanted to teach only minority children and fewer than 20% expressed a preference for teaching in a setting where Hispanic (18), Native American (17), or Appalachian migrants (13) were mixed with other students, though 27% said they preferred teaching where Black students were mixed with other students. Nearly three-fourths of the students said they "wouldn't mind" if Native Americans (74%), Blacks (68%), Hispanic (73%), and/or Appalachians (74%) were in their class. Only 2% said they would refuse to teach if the only assignment was in classes including minority students.

III. SOME TENTATIVE FINDINGS ABOUT PRESENT PROGRAMS

The instruments used in this survey had some open-ended questions which asked students to identify those parts of their experience and training which had impacted upon their attitudes and knowledge about multicultural populations. A number of students responded, sometimes in detail, about personal experiences and about classes or contacts with university or school personnel, and their responses indicated some patterns that can guide planning for improvement in College programs.

The funding provided for this project did not support much

interviewing, but we conducted some interviews to assess the meanings participants attached to the items, to assess the feasibility and need for further interviewing, to explore what experiences seemed most useful for helping students acquire skills and attitudes for dealing with multicultural populations, and to get information about students' reactions to questions related to preparing educators for working effectively in a society marked by cultural diversity. The student interview sample was a convenience sample used primarily as a pilot study to determine the need for interviewing to supplement the questionnaires. Results clearly indicated that further interviews would add considerably to the information presented here.

We also interviewed a selected group of professors, administrators, staff members and school personnel to get their observations about various components of the programs offered in the College. The sample here was selected because they had broad knowledge of the teacher training programs or of some of its particular features. They were competent and knowledgeable observers whose descriptions added much to what students had reported about the programs. A sufficient number were interviewed to "triangulate" and substantiate the findings reported here.

While some of the data are tenuous, they are worth reporting to add to what we have learned from this study, to stimulate further research, and to guide further action for better preparing teachers and other educational personnel. The need is more pressing than ever because the College is now challenged to develop more intensive and effective courses for enhancing educators' power to practice pedagogy, and changing demography and economic conditions clearly demand that schools and colleges educate children who have been neglected and/or under-educated in the educational system as it presently functions.

Effect of Present Program Elements

Responses on the open-ended questions and results from the interviews indicate that program improvements might profitably focus upon the following elements in the students' experience at Ohio State:

* Campus life outside classrooms does little to improve students' attitudes toward minority cultures. Generally, multicultural contacts are few. Those that occur in dormitories, cafeterias, student unions or other desegregated settings seldom become integrative, and little is done to make them so. Racial jokes seem common and students report few actions to counter their effects. Racially-oriented grafitti frequently appears in restrooms and other spots. Students report that dorm life often worsens their stereotypes and attitudes. "Greek" organizations have little positive effect upon multicultural attitudes.

* BER courses generally do not add much to students' skills in the multicultural area; nor do they add much knowledge or positively affect attitudes about other cultures ("The course I took dealt with tribal Indians, for God's sake! Not with Livingston Avenue").

* Students seldom mentioned the teacher training programs (except as mentioned in the next item) or any of their components as contributing to their knowledge or attitudes about multicultural education. When they did, they generally spoke negatively ("Why don't they teach us these things?" "They act as though all schools are in Arlington"). General and special methods courses seem to make little contribution in this area. Foundations courses were mentioned slightly more often, sometimes positively ("We had something like that in 650"), sometimes negatively ("The TA wasn't comfortable with those questions"). The quality of the multicultural content in the Foundations course, like other courses, seemed directly related to the interest and ability of the individual instructor.

* A few individual professors in the College have positive impact upon students' knowedge and attitudes toward other cultures ("He forced us to discuss our feelings about race." "He took us on a walk through the black area." "She just let me know that my comment was prejudiced and helped me work through it"). Some of those help students acquire skills for working in multicultural settings ("He helped me see that the cursing was all bluster and helped me get over the fear." "She gave me some articles on inner-city children and teachers who had worked well with them"), but the instances are few and no programs and few courses reinforce and build upon those beginnings, and students report the experiences as isolated and unsupported in other classes. Some of those professors are now retired, but some newly-appointed professors have shown interest and ability for helping students in this area, though none have yet replaced the retirees in terms of the numbers they reach or the prestige they bring to the endeavor. Professors generally report that their lack of knowledge, having few minority students in class, and the reward system (promotions, tenure and collegial support) dissuade them from working on multicultural concerns.

* Many student teachers report that personnel in the schools give negative information about minority children and about teaching in multicultural settings ("The principal told us that they couldn't do anything with the bussed-in kids." "The teachers told us all about what the kids in the school couldn't do and never anything they could do"). None reported any clarification or correction from college supervisors or professors (though it may have occurred and was not reported). Generally, students view school personnel as the experts on what children are "really like."

* Some schoolteachers who host students in the FEEP or PI programs report little chance to interact with students to help them interpret what they experience in multicultural schools.

* Graduate Teaching Assistants (even some with experience in inner-city schools) report a frustrating lack of ability to help students learn more positive attitudes or more effective methods for working with multicultural populations.

* A few individual College personnel have discouraged attempts by students or TA's to take field trips or to make home visits in inner-city areas ("I was told that we couldn't walk through the neighborhood without permission from the principal." "They told me that comparing urban and suburban schools wasn't part of the curriculum for this quarter").

* When students report skills learned in the program, many of the skills are of questionable or limited value, such as using seatwork for controlling students, avoiding contact with parents, applying the techniques of assertive discipline to the exclusion of other approaches, reducing recesses or lunch periods to keep control, taking no field trips or holding no assemblies, and other similar folklore.

* Students in the College are quite unlikely to be in classes with more than one minority student. Many classes have no minority students, and the more selective the program, the fewer there are. The small number of minority students in classes reduces the probability that minority perspectives or interests will receive attention, that prejudices will be addressed, or that inaccurate information will be countered.

* Large percentages of student teachers refuse to take inner city assignments; very few actively seek them. Contacts during the FEEP and PI experiences are frequently cited as excuses for not working in the city ("I did my stint there when I was in PI"). Quite often, College personnel accede to the refusal. In 1986-87 a "few more" students are asking for urban assignments, apparently because they perceive that jobs are available in city schools and/or because "one or two" student teacher supervisors have been "pushing" urban assignments).

* Faculty members play little or no role to help students integrate program components into a coherent whole. Both <u>faculty and professional staff members</u> made statements like this one:

> We treat multicultural like Foundations: we tell students, `This is what you <u>have</u> to do.' There is no explanation of its value to you, nothing to show the value to education. There is nothing to put it into context or to show

how it enrichens you or the practice of teaching. Who is to do it? A secretary can't do it, and isn't paid to do it. Where the ---- are the faculty on this? What is our responsibility?

* Some faculty members believe that minority students and foreign students do not need education relative to multicultural understandings or skills, which seems to miss the point that educators in whatever setting generally need to develop skills and attitudes for reaching populations who are neglected and to do so means to surmount perceptual blinders that affect all human beings.

* Some faculty feel that women's studies, working with handicapped students, foreign languages, international travel, or anthropology courses are adequate substitutes for experiences specifically designed to help future teachers learn to work with multicultural students. While such studies are valuable, substituting them for contact with, and understanding of major ethnic groups who are not adequately served in typical American schools does not meet the need ("That is like accepting tours through Egyptian museums as preparation for practicing medicine with cancer victims").

Status of Programs Reported to NCATE in 1984

Another way to assess College activity for promoting effective multicultural instruction is to look at the activities reported for the National Council for Accreditation of Teacher Education review in 1984 and to see how those have grown and to what degree they have permeated programs for students. Table 12 lists the major activities reported to NCATE and shows their present status as determined through interviews and documents.

Students, documents and competent observers corroborated the findings in the table. Only one of the major activities reported to NCATE in 1984 (OSU College of Education) was still in effect in Spring, 1987. That one, a requirement that all graduate degree candidates should take at least one course on multicultural education, was monitored closely by only one of the four academic units of the College, and courses even in that one varied widely in multicultural focus and content.

Both individual and group interviews with program personnel, including faculty members, revealed consensus that the programs are not doing enough to meet the need for more effective educational services for minority youth.

(continued)

IV. RECOMMENDATIONS

If The Ohio State University College of Education is to prepare educators who are capabable of providing equal educational opportunity for every individual and establish Ohio State University as a national pacesetter and a Center of Excellence in the area of multicultural education, the following recommendations deserve serious attention.

Competence for Teaching Multicultural Children

All students graduating from The Ohio State University College of Education to enter any professional capacity in educational institutions at any level and in any setting should be able to exhibit at least the skills listed in the Multicultural Teaching Scale (see Tables 7-9). That requires at least that all graduates will be fully able to:

1. examine their own attitudes and beliefs about various ethnic groups, sex-groupings, races and religions, and feel confident about delivering educational services to them.

2. demonstrate belief in every student's ability to learn.

3. translate instruction into terms that link with students' background and culture.

4. see positive features about the school, the students, their cultures and the community in which they live.

5. display a working knowledge of minority history and culture including their contributions to American life and their struggle to participate.

6. develop materials appropriate for multicultural classroom instruction.

7. utilize ethnic resources found in the community.

8. help minority students feel confidence in themselves and in their ability to participate in economic, social, and political life in the United States.

9. make home visits and move with confidence through the neighborhoods in which their children live.

10. provide extra help to students who need it.

11. translate school and classroom goals and objectives to parents and others in ways that enlist their support.

12. adapt instructional methods to meet the needs of learners from diverse cultures.

13. respect the positive features of diverse cultures.

14. get students from diverse cultures to work and play together.

15. understand how language affects both classroom and extraclassroom interactions including performance on tests.

16. foster activities that positively affect the attitudes manifested by professional staff members in the schools.

17. work effectively with other adults to resolve educationally related problems.

18. comprehend how prejudice and discrimination affects society, victims and perpetrators.

19. comprehend how poverty affects generations of individuals particularly in relationship to educational processes and outcomes.

Since many students are graduating without basic skills, attitudes and knowledge for promoting equal educational opportunity and teaching students to participate effectively in a just and fair society, the professors and teaching assistants in The Ohio State University College of Education bear responsibility for developing and/or redesigning courses and activities to insure that students learn those skills, attitudes and knowledge.

Professionals who are effective with children from minority cultures generally will have the same pedagogical skills that are effective with children in the dominant culture. They must have skills for delivering effective instruction to individual children and for professionally diagnosing and treating learning problems. In that regard, preparation for multicultural education is a question of quality preparation <u>in general</u> and goes beyond giving <u>special</u> attention to race, nationality, linguistic background or social class. Focus on such special factors is as much preparation for better knowing all individual clients as for more effectively educating particular populations.

<u>More Effective Learning Experiences</u>

Each program area should conduct a periodic (preferably an annual) review of syllabi and course content to assess the multicultural content and impact and to improve instructional techniques for greater impact.

Faculty and graduate instructors should be encouraged to experiment to develop ever more effective courses and programs

for improving educators' performance with children from diverse cultural origins. Such experiments provide a rich, relatively unexplored research agenda that has great importance for the profession and for society.

Lack of professional expertise among graduates could be ameliorated if the College of Education were to enact measures to insure that all students are: (1) required to take courses relating to minority history and cultures; (2) placed in school environments which allow them to examine interactions with both effective and ineffective teachers; (3) scheduled in educational settings where personal interaction is encouraged and discussion is guided by an instructor knowledgeable in multicultural educational problems; (4) assigned the task of developing tests that demonstrate a sensitivity to different learning styles and language barriers; (5) provided with an array of educational materials from which they will select those most beneficial for a multicultural classroom; and (6) allowed to spend time with key school personnel for the purpose of discovering important climate factors, observing group dynamics in action, and noting how changes are made in a school environment.

Most observers feel that the supply of sensitive, knowledgeable school and university personnel is insufficient to meet the need at this time. Every means should be employed to remedy that situation as quickly as possible, but, in the meantime, available skilled personnel should be used as widely as possible to work both with students and with faculty and other instructors. Until faculty and graduate students have developed the necessary skills, clinical professors should be carefully selected from school staffs to work with students in training. Videotaped presentations and demonstrations should be employed in classes and supervisory programs though they have less impact than direct "coaching" by skillful tutors. The Center for the Improvement of Teaching should be asked to supply both multicultural materials and technical assistance to faculty and program areas.

Avoid Intellectualizing the Issue

Multicultural understanding and knowledge is not achieved solely by intellectualizing the subject. One can read about, talk about, and be tested about something without incorporating any of it into one's attitudes or skills.

Courses and experiences designed for professional development must go beyond dealing with multicultural issues solely in intellectual or cognitive terms and must bring students into contact with persons from different cultures in ways that cause them to examine both the new perspectives and one's own, eliciting both broader personal perspective and more effective professional ability.

Improving Field Experiences

When developing sites for field experiences, care should be taken to select schools in which prospective educators can observe instruction and administration where bias has been conscientiously eliminated and where models are demonstrating what true multicultural education can achieve. Such schools are in short supply, and the College should establish working relationships that promise continuing improvements in those schools to which students are assigned. Both school and College personnel should meet on a regular basis to provide direct and relevant feedback for improving the total program of experiences given to prospective educators.

Attempts to introduce future educators to multicultural settings or persons should not rely solely upon placing them in field experiences (urban schools) where their experience is never interpreted with the help of knowledgeable counselors and instructors. Contact filtered only through the student's (or some other's) unexamined and unchallenged biases can be at least as unproductive as no contact.

Each year, the College should acquaint all critic teachers and teachers who sponsor students in the FEEP and PI programs (or their equivalents) with multicultural goals and provide training to assist them to reinforce those goals in their contacts with students. Capable school staff members should be used to help College personnel to acquire more effective perspectives and competencies for promoting multicultural educational outcomes.

Preparing Instructors

Experience is better than nothing, but examined experience is far more effective at teaching multicultural knowledge and understanding at the depth that teachers must know it. Experience is most powerful if it is examined under the tutelage of instructors who have deep knowledge and understanding.

Faculty should have technical assistance for teaching multicultural topics and skills. The College and/or the University should also provide professional development opportunities for faculty members, departmental chairpersons, and program units, and those experiences should be evaluated in terms of impact upon individuals rather than upon large numbers.

All Graduate Teaching Assistants should be oriented to the College's multicultural goals and should receive training for teaching and reinforcing those goals in all their contacts with students. GTA's should have systematic and open channels for feeding back their needs in this area to College and program personnel who are responsible for enhancing TA effectiveness.

Being a member of a minority may make a person a better role model for both minority and majority children, but merely being

from some culturally different group is not sufficient for tutoring future teachers to be effective in culturally-diverse situations. Assuming that culturally-different teachers are automatically prepared to teach culturally different children is evidence that an institution holds stereotyped views and has little understanding of the process by which persons escape the confines of their own heritage to respect and understand others.

Minority faculty members should not be expected to focus their attentions upon multicultural education to an extent greater than is expected for all faculty members. Such a stereotyped view of their role places undue constraints upon those faculty members. Furthermore, the supply of minority candidates for either faculty or student roles is too small to meet the needs; the demand can be met only if "majority" members of the college community can be induced and empowered to meet their professional obligations to historically-neglected children in American schools and colleges.

Recruiting Students and Faculty

Recruiting minority students and faculty is imperative for meeting the demands of equal educational opportunity both for the recruits and for minority school children. It is even more imperative for assuring that the College's students have a multicultural preparation and for providing faculty with incentive to improve instruction relative to multicultural education.

Establishing The Policy Climate

The Provost, the Dean's staff, department chairpersons, and faculty personnel committees should include a candidate's contributions to multicultural education in the criteria for promotions and merit salary increases, clearly establishing those contributions as priorities for the university and college. If such incentives can draw faculty energies toward writing in refereed journals to the exclusion of other professional activities and personal preferences as strongly as has been done in the past few years, they could be used just as powerfully to promote improvements in multicultural education.

New personnel should be selected, at least in part, upon their ability to promote greater multicultural effect in their instruction and research.

The Dean's staff, the Senate, and Department (and School) chairpersons must establish a climate that reinforces the importance of multicultural education. That can be done without violating faculty autonomy by communicating the concern to chairpersons and faculty members, by initiating programs to inform faculty and other staff, by appointing task forces or committees to assess and to make recommendations about

multiculturally-related issues in the College, by collecting information about the status of multicultural education in the College and its programs, and by publicizing the results of those assessments to as wide an audience as possible.

The checklists of effective practices developed for multiculturally effective elementary and secondary schools by Forehand and Ragosta (1975) should be adapted and used to assess programs and practices in the College of Education. Prospective teachers probably did not experience effective multicultural practices when they went to high school; therefore, it is doubly important to have them learn by experiencing them during their professional preparation.

The College and its Departments should initiate a series of debates and discussions among faculty and students on the ethical implications of professional practices, particularly those that are detrimental to the quality of service given minority and low-status populations. Though no recognized Code of Ethics governs educators, much discussion should focus upon whether certifying educators who are unprepared to teach certain populations, or who refuse to do so, is a violation of professional ethics.

The College might lead the nation, perhaps through the Holmes Group or the American Association of Colleges of Teacher Education, to develop a Code of Ethics for the profession. A sound code of ethics seemingly would lay groundwork for continually improving poor practice both in preservice training and in later practice. Lack of such a code deprives the profession of standards for assessing and improving practice.

Postscript

Every individual learner has some characteristics that make him or her different from teachers and from other learners. The act of teaching depends upon the teacher's authentically respecting the learner and upon the teacher's gaining enough of the learner's respect to get at least a modicum of his/her attention. Adopting these recommendations is independent of whether one believes that minorities should be assimilated into a melting pot or that schools should promote ethnic diversity and cultural pluralism. Bridging cultural biases and barriers is essential for teaching any person from whatever background; consequently, the recommendations would strengthen teacher preparation for all teaching, not merely for teaching children from minority or neglected cultures.

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APPENDIX A: TABLES

Table 1. Per Cent of OSU Education Students Who Believed or Didn't Believe the Most Highly Believed Statements About Multicultural Education, Form I. 1985-86.

Statement	Don't Agree	Do Agree
1. Prejudice against minority groups hurts the people who are prejudiced as well as hurting the minority groups.	7	79
2. The long term goal of multicultural education is to create a society where justice and fairness are the most important values.	8	72
3. I have no difficulty talking with members of minority groups.	11	72
4. Teachers must help minority children get a better opinion of themselves.	10	66
5. I can talk to a minority student just the way I would talk to a white student.	20	63
6. Whites control most of the resources of the country.	16	58
7. Race relations would be better if institutions work to end separation.	17	56
8. Ethnic jokes are in poor taste.	20	53
9. Race problems can be improved by improving the way schools teach minority students.	20	51
10. Government should promote equality by helping those groups who are discriminated against in society.	13	49

Table 2. Per Cent of OSU Education Students Who Believed or Didn't Believe the Most Frequently Disbelieved Statements About Multicultural Education, Form I. 1985-86.

Statement	Don't Agree	Do Agree
1. Races in this country would best be kept separated.	93	6
2. I have never held a real conversation with a Black person.	92	3
3. People are basically bad.	92	2
4. I find it difficult to talk with people of another race.	88	2
5. I would refuse to visit a home in an inner-city area.	87	3
6. Blacks and Chicanos want to move too fast.	76	4
7. Busing may help Black students but it is harmful for Whites.	73	6
8. Busing is the only way to help large numbers of minority students get a good education.	63	11
9. Race relations would be better if minorities were taught to act the way most people do.	63	9
10. Ethnic jokes don't hurt anybody.	63	9
11. I would be uncomfortable visiting a home in an inner-city area.	61	14
12. I have never held a real conversation with a poor Hispanic person.	56	32
13. I would never want to teach in an inner-city school.	55	21
14. Race relations are a problem because minorities are not able to compete with others.	52	17
15. Affirmative action is worthless because the people in control are not going to hire minority people.	51	8
16. I have never held a real conversation with a poor Appalachian.	50	36

Table 3. Per Cent of OSU Education Students Who Believed or Didn't Believe Statements About Multicultural Education That Received Only Moderate Support or Opposition, Form I. 1985-86.

Statement	Don't Agree	Do Agree
1. We should support affirmative action.	9	44
2. Anyone can be successful in the United States if he/she will work diligently and live frugally.	21	45
3. Busing is harmful for both minority and majority students.	42	34
4. Affirmative action can make organizations better places to work for everyone involved.	19	33
5. Affirmative action should be supported because it is the law.	23	29
6. Militant minority groups have to be controlled or violence will erupt.	38	28
7. The main reason Appalachian children can't do better in school is their families don't value education.	40	28
8. Minorities in the United States are disadvantaged because schools and other social institutions do not serve them well.	43	28
9. Affirmative action is good because it is morally right.	21	24
10. Affirmative action requires employers to hire unqualified people.	36	24
11. Normal ways of operating in the United States discriminate against Black people.	42	21
12. Item (5) is true but we should change the law.	25	6
13. Inner-city people are mostly Black.	46	1

Table 4. Per Cent of OSU Education Students Who Believed or Didn't Believe the Most Highly Believed Statements About Multicultural Education, 1985-86. Form II

Statement	Don't Agree	Do Agree
1. A very important factor for promoting high achievement among any group of students is the teacher's belief that the children can learn.	2	92
2. An important factor for successfully mixing children from several races, economic levels or ethnic groups in schools is the teacher's commitment to making it successful.	5	84
3. A teacher or a counselor who believes a minority student to be a poor scholar will soon have the student acting like a poor scholar.	10	77
4. One important factor for successfully mixing children from several races or ethnic groups is the ability to discuss their differences openly.	9	70
5. Teachers neglect children of ethnic minorities when they don't teach them what they teach others.	16	70
6. Changing the attitudes of professional staff who work in schools improves the learning rate of minority group children.	14	65
7. Anyone can be successful in the United States today (regardless of race or color) if (s)he is willing to work hard.	18	60
8. Misdeeds by minority children are more likely to be generalized to the group than they would be if committed by white students.	15	53

Table 5. Per Cent of OSU Education Students Who Believed or Didn't Believe the Most Frequently Disbelieved Statements About Multicultural Education, 1985-86.
Form II

Statement	Don't Agree	Do Agree
1. Women are too emotional for high-level policy making jobs.	90	4
2. Mexican-Americans have no respect for time.	85	2
3. Minority children can't do as well in school as majority children.	82	10
4. Most minority pupils don't appreciate getting extra help.	79	8
5. Public opinion and state laws generally assured that most slaves received good treatment.	78	1
6. Women are not included in history books as often as men because they haven't much history to report.	73	8
7. Most welfare children are illegitimate.	69	7
8. American Indians are usually unable to adjust to modern culture.	66	6
9. Children must be taught clearly-defined sex roles or they will be sexually troubled as adults.	64	9
10. The low intelligence of minority children causes poor oral expression.	62	14
11. Men should bear the major responsibility for supporting a family.	61	16
12. Most welfare families are Black.	53	15

Table 6. Per Cent of OSU Education Students Who Believed or Didn't Believe Statements About Multicultural Education That Received Only Moderate Support or Opposition, 1985-86. Form II

Statement	Don't Agree	Do Agree
1. Failure to act against injustice to minorities is a racist act.	17	46
2. Curricula and textbooks generally ignore the contributions of minorities.	25	45
3. To put a minority person in a position for which (s)he has been inadequately trained perpetuates racial discrimination.	20	45
4. Poor discipline in newly desegregated schools is caused by lack of visible and felt student belongingness in the school.	18	44
5. Teachers should be required to take courses in racism awareness.	20	41
6. Most of the able-bodied, unemployed minority persons could find jobs if they really wanted to.	24	37
7. In the United States each individual is able to rise to the level of her/her own innate ability.	26	36
8. Poor discipline in newly desegregated schools is caused by lack of staff knowledge about minority students, their culture, or their community.	32	36
9. Poor achievement among minority students is caused by ineffective communication among staff members to solve, as opposed to complain about problems.	24	34
10. Poor discipline in newly desegregated schools is caused by unresolved discrepancies between school personnel and parents' views of what should be occurring in the school.	23	32
11. Poor achievement among minority students is caused by differences between school personnel and parents' view of what should be occurring in the school.	23	28

continued

12. The "melting pot" concept has helped American Indians, Blacks and Chinese to move into the mainstream of American life.	39	23
13. You must notice race before you can create a situation in which race does not matter.	40	23
14. Black crime rates are caused by the political and economic deprivation of Black Americans.	35	22
15. Poor achievement among minority students is caused by staff's failure to see positive features of the school.	36	21

Table 7. Competencies for Which OSU Education Students Most Frequently Reported Competence, Showing Percentages Who Felt Able and Unable, 1985-86.

Competency	Not Able	Very Able
1. Feeling that every student can learn.	3	86
2. Help students see cultural groups as real people.	4	77
3. Present cultural groups in our society in a manner that will build mutual respect.	2	74
4. Develop activities that increase the self-confidence of minority students.	5	69
5. Help students recognize that competence is more important than ethnic background.	9	68
6. Show how mainstream Americans have adopted food, clothing, language, etc. from other cultures.	7	65
7. Provide instruction showing how prejudice affects individuals.	15	64
8. Plan instructional activities that reduce prejudice toward other cultural groups.	6	60
9. Identify cultural biases in commercial materials used in instruction.	10	60
10. Create a learning environment that allows for alternative styles of learning.	10	59
11. Be direct in expressing feelings to someone from another culture.	8	58

Table 8. Per Cent of OSU Education Students Reporting Ability or Disability for Multicultural Competencies For Which Respondents Felt Least Competent, 1985-86.

Competency	Not Able	Very Able
1. Know different patterns of child rearing practices among cultures.	38	26
2. Know the history of minority groups in the United States.	37	24
3. Visit students' homes in the poor part of town.	31	40
4. Effectively utilize ethnic resources in the community.	25	31
5. Provide instructional activities that help students to develop strategies for dealing with racial confrontations.	22	19
6. Adapt instructional methods to meet the needs of learners from diverse cultures.	22	34
7. Develop materials appropriate for the multi-cultural classroom.	22	40
8. Demonstrate a basic knowledge of the contributions made by minority groups to our society.	21	23
9. Deal with prejudice shown by parents.	20	38
10. Develop instructional methods that dispel myths about ethnic groups.	18	34
11. Identify the societal forces which influence opportunities for minority group members.	18	44

Table 9. Competencies on Which Moderate Percentages of OSU Education Students Reported Competence, Showing Per Cent Who Felt Able and Unable, 1985-86.

Competency	Not Able	Very Able
1. Help students work through problem situations caused by stereotypical attitudes.	12	57
2. Get students from differing cultures to play together.	5	56
3. Present diversity of culture as a strong positive feature of American heritage.	8	55
4. Get students from differing cultures to work together.	10	55
5. Analyze instructional materials for potential stereotypical attitudes.	8	54
6. Identify school practices that harm minority students.	8	54
7. Assist all students to understand the feelings of people from other ethnic groups.	6	53
8. Help students examine their prejudices.	10	53
9. Identify how language affects performance on certain test items.	12	52
10. Identify student behaviors that are indicative of negative racial attitudes.	10	47
11. Identify the similarities between Anglo-American and other cultures.	12	47
12. Identify solutions to problems that may arise as the result of cultural diversity.	13	44
13. Develop instructional methods that promote intercultural cohesiveness.	16	43
14. Know ways in which various cultures contribute to our pluralistic society.	17	41

Table 10. Percentage of Ohio State University Student Teachers Who Gave Correct and Incorrect Answers and Who Didn't Know Answers to Questions on Minority Culture and History in the United States, 1985-86.

Statement	wrong	right	Don't Know
1. America's foremost "apostle of nonviolence" and Nobel prize winner shot on April 4, 1968 was:	3	97	-
2. New Mexico and Arizona were discovered by a Black Hispanic. Who was he?	17	76	7
3. The initials NAACP stand for:	19	70	10
4. The Supreme Court case of Brown vs. Topeka Board of Education (most true response)	33	43	23
5. Title I of the Elementary and Secondary Education Act (now called Chapter I) is the Federal program that provides funds for:	10	36	54
6. Which of these is a strength of Appalachian people?	20	32	48
7. Which of these is true of Native Americans (Indians)?	20	32	48
8. The Plessy vs. Ferguson Supreme Court case:	73	27	-
9. Historically, Appalachians (select the most true answer).	24	19	57
10. Cuban immigrants who came in the 1960's (select most true)	46	17	37
11. The discoverer of blood plasma was:	19	13	68
12. The co-discoverer of the North Pole, with Admiral Peary, was:	20	12	68

continued

13. The first man to die in the Revolutionary War was a Black man. Who was he?	89	10	1
14. A Black man invented the first alarm clock in America and was the chief surveyor of a 6-man team which helped to lay out the blueprint for our present national capital. Who was he?	12	10	78
15. Germans who came to the United States in the late 1800's were most likely to come (for what reason)?	58	5	37
16. Which permanent settlement was settled first in what is now the United States?	92	3	5

Table 11. Per Cent of OSU Education Students Responding to Choices Relative to Teaching Selected Minority Populations, 1985-86.

Choice	Population			
	Appalachian	Black	Hispanic	Native American
I want to teach only _____.	0	0	0	1
I want to teach where _____ are mixed with other students.	13	27	18	17
If they are in my class, I won't mind.	74	68	73	74
I would be concerned about teaching them, but would consider doing so if no other job were available.	9	4	6	5
I would refuse to teach if that were the only available assignment.	2	2	2	1

Table 12. Status of Major Initiatives Reported in 1983 to Meet National Council for Accreditation of Teacher Education Standards for Multicultural Preparation.

Activity reported to NCATE, 1984	Present Status, 1987
The Professional Introduction to Teaching Program promised that "all education majors will be exposed to information and skills for multicultural education." (AACTE, 1980, Vol. II. P. 93)	The multicultural goals were dropped from the PI program in Spring, 1985. Some effort to include them in 450 in 1986-87, but only cursorily done . Students or the TA may choose 2 of 12 Issues in Human Development and 1 of 12 topics on Pupil Diversity to study; only 2 of the 23 choices are related to multicultural.
Faculty has a program in which some exchange with southern Black Colleges (AACTE, 1980, Vol. II. P.92)	Program developed in 1978, never publicized or used. Not known to staff or faculty.
A final List of Multicultural Education Basic Education Requirements will be constructed. (College, 1984, Vol. II. P.44)	No one knows of such a list; apparently never constructed. New GED report (not yet in effect) reportedly "deals with multicultural concerns."
A preliminary list of recommended BER courses for a multicultural education is being constructed. (College, 1984, Vol. II. P.44)	List constructed in 1984, never circulated; no one could find it in 1985.
UPEC will be responsible for monitoring multicultural education. (College, 1984, Vol. II. P.54)	UPEC has not been reporting (perhaps not meeting) since 1985.
Senate Subcommittee on Multicultural Education will be responsible to the Senate Program Committee for facilitating multicultural programs, personnel development and evaluation. (College, 1984, Vol. II. P.54)	Subcommittee supported by dean's funds in 1984-85, initiated this study; never reappointed after June, 1985.
The Senate Program Committee will be responsible for appointing a Subcommittee on Multicultural Education. (College, 1984, Vol. II. P. 54)	See above.
A project has been implemented to prepare faculty and students to meet	Project distributed material on P.L. 94-142

needs of exceptional learners through faculty development and curriculum adaptation at the university. (College, 1984, Vol.II. P. 54)	through campus mail, held a mini conference; terminated work at end of two quarters in (1985). Information packets still available, not used.
Students in Professional Introduction are responsible for exhibiting a beginning, working knowledge regarding multicultural pluralism in a Common Exam that includes multicultural topics and issues. (College, 1984, Vol. II. P. 51)	Common Exam still administered in 451, not in 450. Practically no multicultural content. Study sheet given to some students tells in which paragraphs to get answers for each item on exam.
Biehler and Snowman's Psychology Applied to Teaching is required of students in both 450 and 451 because it contains multicultural related topics on which all students are tested. (College, 1984, Vol. II. P.51)	Used Biehler until '86, not liked by staff, changed text to fit 1985 re-design. Now using Woolfolk (3rd ed.) in both courses. Very little multicultural. Also packet of material with one article on learning styles illustrated with Xerox picture showing a black child.
Peshkin's Growing Up American is a required text in 450. Instructors often use it to compare traditional white middle-class values with those seen in the students' field settings. (College, 1984, Vol. II. P. 51-2)	No one has heard of Peshkin's text at least for last two years.
Students in the Professional Introduction program are debriefed immediately after field experiences in urban settings. (AACTE, 1980, Vol. II. P.90)	Students report little debriefing. School personnel report no time to debrief students. GTA debriefs the day after the visit. GTA's oriented for 1 hour (among other topics) in Fall on how to debrief; get some inservice during the year but nothing on multicultural.
Professional Introduction students meet each week in human relations laboratories to examine and acquire knowledge, skills, attitudes, and values in five areas: helping relationships, stereotypes, conflict resolution, group process, and intrapersonal communications. (AACTE, 1980, Vol. II. P.90)	Laboratories not held after initial year. Staff has not heard of them. Few TA's believe group process is important; have few skills for teaching.

Topics used in the Professional Introduction program include classroom management, hidden curriculum, adolescent learning, special education, school as organization, cultural pluralism, race and class, sexism and racism, stereotyping, school and society, and career development. (AACTE, 1980, Vol. II. P.91)	Multicultural content removed formally from the curriculum by memo in Spring, 1985. Some attention given in 450 in 1986-87. The program does more with 94-142 (handicapped and other exceptions) than with multicultural.
Laboratory and field experiences related to multicultural education are provided, including having students role-play representatives of differing racial, ethnic, social and sex groups; videotaping student-led discussions of multicultural issues for review and skill demonstrations; interviewing pupils and teachers in a variety of ethnic, social, racial, and cultural settings regarding beliefs about school, family, and self; and designing, implementing, and being evaluated on instruction in a multicultural school setting. (AACTE, 1980, Vol. II. P. 91)	Laboratories not held after initial year. Staff has not heard of them. Exercises described here are not done, few staff know about them. Counselors assure that all students get some experience in urban, rural, and suburban settings. 450 requires observations; 451 requires 2-day teaching unit in a Columbus school which can be inner-city but many in middle-class areas.

The following two are not relevant to undergraduate preparation except as they affect GTA's.

All masters degree candidates must complete at least one course in multicultural education (College, 1984, Vol. III. P.18)	Students report some of these courses have no multicultural content or impact. Ed. P&L approves 1 of 5 courses, may be part of Foundations requirement. Ed. T&P approves 1 of 13 courses, may not be part of Foundations requirement; advisor may accept previous experiences and EMCE approves 1 of 22 courses, including many women's studies. HPER has no requirement for multicultural study. HUSER feels content is integrated into all courses; requires no additional courses. Counseling program requires a course, teaches two.
Graduate Studies Committees in the four academic units will be responsible for monitoring multicultural education. (College, 1984, Vol. II. P.54)	

APPENDIX B: PROCEDURES

The Sample

The sample included all students who were student teaching in 1985-86. Equal proportions of the four instruments described below were distributed to the supervisors who gave them to the students in random fashion. The supervisors administered the instruments during the last week or two of each quarter, collected them directly from the students upon completion, and returned them to the principal investigator. For this report, results were analyzed only to show frequencies of reponse, and the report was developed from the total number of responses received during the year. Total response rate exceeded 90 per cent, and each of the instruments was completed by one-fourth of the respondents. Since each fourth was a random sample of the whole, the results may be safely inferred for the whole group, which may or may not be representative of graduates from other years.

The Instruments

Four instruments were utilized in the study:

The Multicultural Opinion Survey (Form I) contained 40 items describing attitudes about minority populations and about issues related to minorities in the United States. Students indicated the degree to which they agreed or disagreed with each statement.

Form II of the Opinion Survey contained 36 items similar to those in Form I. Two short forms were used to encourage high response rates.

The Multicultural Teaching Scale contains 36 competencies that are commonly felt to be necessary for effective teaching among multicultural populations. Respondents were asked to indicate the degree of competence they felt they had for each item.

The fourth instrument was designed to assess Knowledge about Ethnic History and Culture. Though it was not designed to be comprehensive, and none of the questions may be considered necessary for being educated about multicultural populations, 17 factual questions were chosen because they tapped elementary knowledge about ethnic groups in America, and lack of knowledge about several of them could indicate a need for broader education relative to minority populations. Four other questions on this instrument asked about the repondent's willingness to instruct minority students.

(continued)

Some Important Limitations

Self-report instruments carry some inherent limitations that must be borne in mind as these data are presented and reviewed:

A. Self-reports on matters as sensitive as multicultural relations tend toward socially-acceptable answers; consequently, the findings probably appear more positive than would be found through other methodologies (see page 2).

B. The respondents would have few models for assessing their skills or knowledge; consequently, their responses are more likely to reflect their experience and will tend to produce assessments of ability beyond what they truly are (see discussion on page 7).

C. Some items may be ambiguous (see discussion on pages 7-8) and their implications for practice will be unclear until these data are supplemented with interviews.

The Interviews

Resources were not available to conduct intensive interviews, but some were conducted with a convenience sample of students to assess meanings they attached to items on the questionnaire and to add depth to the responses given to open-end questions about where students learned what they reported feeling and knowing about multicultural education. A selected sample of knowledgeable faculty, staff, administration and practitioners was interviewed to get their views of various components of the preparation programs (see page 10). Results from all the interviews are discussed in Sections II and III to clarify or to supplement the survey data. More interviews would be useful for interpreting these data, and we recommend that they be conducted.

Triangulation. To assure as much validity as possible from such data sources, we presented drafts of this report to a number of faculty and program groups and to administrators and other staff members during the Spring, Summer and Fall of 1987. Both groups and individuals responded to a request to read the material and to provide feedback (a) to maximize the accuracy of the findings and conclusions and (b) to suggest ways to enhance the utility of the information and increase its being used to bring about program improvements. Nearly one-third of the faculty and staff (including administrators and the 1987-88 senators) reviewed the material and participated in discussions about it. No one questioned the "truth" of the findings, though some felt the real situation might be worse than presented here. Many gave ideas about how it could best be presented. Insofar as possible this present draft reflects advice and information that came from those groups and individuals. Some of these discussions provided additional data for section III.

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